



Department  
for Education

# Early years census 2018

Guide, version 1.4

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# Contents

Version history	4
1. Introduction	5
1.1 Purpose of this document	5
1.2 Changes from the 2017 early years census	5
1.3 Who is in the scope of the early years census?	9
1.4 Rationale behind the early years census	10
1.5 Data protection and data sharing	10
1.6 Structure of the early years census	12
1.7 Key concepts	12
2. Completing the early years census	14
2.1 Statutory basis of the census	14
2.2 Census dates	14
2.3 Census generation process	15
2.4 Provision of data by early years settings to the local authority	15
2.5 Data checking and validation	16
2.6 Resolving conflicts	16
2.7 Generation of the early years census return by the local authority	16
2.8 Sending the early years census return to the department	17
3. Preparation – data items required	18
3.1 Introduction	18
3.2 Data to be collected in the early years census	18
4. Establishment level	19
4.1 Establishment characteristics module	19
4.2 Staff information module	22

4.3 Pupil/child statistics module	24
5. Pupil / child level	25
5.1 Pupil / child identifiers module	25
5.2 Pupil / child characteristics module	25
5.3 Special educational needs module	30
5.4 Individual level data on funded 2, 3 and 4 year olds	31
5.5 Home information module	31
6. Childminders	34
6.1 Childminder agencies (CMAs)	34
7. Further information	36
8. Codesets	37
Annex A – Data collection template	44
Annex B – Guide for data collection template	48
Annex C - Errata	51

## Version history

The version history shows when the version was released. The “Change History” is contained within the Errata at [Annex C](#) at the end of the document.

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# 1. Introduction

## 1.1 Purpose of this document

This document is provided for use by local authorities who fund early years provision, to enable relevant staff to:

- understand the rationale behind, and purpose of, the early years census (section 1)
- prepare for the early years census
- populate their systems with the required data for children and providers (sections [4](#) and [5](#))
- keep their data up to date during the year; and
- complete the early years census return for 2018 (section [2](#))

It is envisaged that this document will be used as a handbook by local authorities for data collected and stored throughout the year, rather than just as guidance on census day.

This document is published on the department's [website](#).

Local authorities may choose to use it directly with their providers or adapt it to suit their local needs as appropriate. Software suppliers and developers of in-house systems may also find it a useful reference document.

Information on how the data collected in the early years census is used in the calculation of the dedicated school grant is published on the department's [website](#).

## 1.2 Changes from the 2017 early years census

### 1.2.1 New data items

#### 1.2.1.1 Extended childcare hours

For three and four year old children, this new field records the take-up of the additional 15 hours of childcare, see paragraph [5.2.3](#) for full details.

#### 1.2.1.2 30-hour code indicator

For three and four-year-old children, the 30-hour code indicator (DERN number) confirms the eligibility of parents to access the additional 15 hours of extended childcare, see paragraph [5.2.4](#) for full details.

#### 1.2.1.3 Disability access fund indicator

For three and four-year-old children, this new field records whether a child is in receipt of disability access funding, see paragraph [5.2.5](#) for full details.

#### **1.2.1.4 Monday opening time**

This data item records the time that the establishment opens on a Monday, see paragraph [4.1.19](#) for full details.

#### **1.2.1.5 Monday closing time**

This data item records the time that the establishment closes on a Monday, see paragraph [4.1.20](#) for full details.

#### **1.2.1.6 Tuesday opening time**

This data item records the time that the establishment opens on a Tuesday, see paragraph [4.1.19](#) for full details.

#### **1.2.1.7 Tuesday closing time**

This data item records the time that the establishment closes on a Tuesday, see paragraph [4.1.20](#) for full details.

#### **1.2.1.8 Wednesday opening time**

This data item records the time that the establishment opens on a Wednesday, see paragraph [4.1.19](#) for full details.

#### **1.2.1.9 Wednesday closing time**

This data item records the time that the establishment closes on a Wednesday, see paragraph [4.1.20](#) for full details.

#### **1.2.1.10 Thursday opening time**

This data item records the time that the establishment opens on a Thursday, see paragraph [4.1.19](#) for full details.

#### **1.2.1.11 Thursday closing time**

This data item records the time that the establishment closes on a Thursday, see paragraph [4.1.20](#) for full details.

#### **1.2.1.12 Friday opening time**

This data item records the time that the establishment opens on a Friday, see paragraph [4.1.19](#) for full details.

#### **1.2.1.13 Friday closing time**

This data item records the time that the establishment closes on a Friday, see paragraph [4.1.20](#) for full details.

#### **1.2.1.14 Saturday opening time**

This data item records the time that the establishment opens on a Saturday, see paragraph [4.1.19](#) for full details.

#### **1.2.1.15 Saturday closing time**

This data item records the time that the establishment closes on a Saturday, see paragraph [4.1.20](#) for full details.

#### **1.2.1.16 Sunday opening time**

This data item records the time that the establishment opens on a Sunday, see paragraph [4.1.19](#) for full details.

#### **1.2.1.17 Sunday closing time**

This data item records the time that the establishment closes on a Sunday, see paragraph [4.1.20](#) for full details.

#### **1.2.1.18 Continuously open indicator**

This data item records whether the establishment is open 24 hours a day and 7 days a week, see paragraph [4.1.18](#) for full details.

#### **1.2.1.19 Total staff at provider who work with children aged under 5**

This data item records the total number of staff (qualified and un-qualified) at the provider who work with children aged under 5, see paragraph [4.2.1](#) for full details.

#### **1.2.1.20 Number of staff with a full and relevant early years Level 2 qualification**

This data item records the number of staff at the provider with a full and relevant Level 2 qualification who work with children aged under 5, see paragraph [4.2.2](#) for full details.

#### **1.2.1.21 Number of staff with a full and relevant early years Level 3 qualification and not in management**

This data item records the number of staff at the provider with a full and relevant Level 3 qualification who are not in a management position and work with children aged under 5, see paragraph [4.2.3](#) for full details.

#### **1.2.1.22 Number of staff with a full and relevant early years Level 3 qualification and in management**

This data item records the number of staff at the provider with a full and relevant Level 3 qualification who are in a management role and work with children aged under 5, see paragraph [4.2.4](#) for full details.

#### **1.2.1.23 Qualified teacher status**

This data item records the number of staff at the provider with qualified teacher status who work with children aged under 5, see paragraph [4.2.5](#) for full details.

#### **1.2.1.24 Early years professional status**

This data item records the number of staff at the provider with early years professional status who work with children aged under 5, see paragraph [4.2.6](#) for full details.

#### **1.2.1.25 Early years teacher status**

This data item records the number of staff at the provider with early years teacher status who work with children aged under 5, see paragraph [4.2.7](#) for full details.

## **1.2.2 Existing data items**

### **1.2.2.1 Change to two decimal places**

The 'Funded Hours' and 'Total Funded Spring Hours' data items have been amended from recording hours to the nearest half-hour (one decimal place) to recording to two decimal places. It should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 hours and 30 minutes, this is recorded as  $(10 + (30/60)) = 10.50$  with 10 hours and 45 minutes quarter hours being  $(10 + (45/60)) = 10.75$ . The new 'Extended Childcare Hours' data item also records to two decimal places.

## **1.2.3 Deleted data items**

### **1.2.3.1 EY hours open per week**

The 'early years hour open per week' data item has been deleted and removed from the census.

### **1.2.3.2 Continuous opening times**

The 'continuous opening times' data item has been deleted and removed from the census.

### **1.2.3.3 Establishment teaching total**

The 'establishment teaching total' data item has been deleted and removed from the census.

### **1.2.3.4 Establishment level 2**

The 'establishment level 2' data item has been deleted and removed from the census.

### **1.2.3.5 Establishment level 2 math**

The 'establishment level 2 math' data item is deleted and removed from the census.

### **1.2.3.6 Establishment level 2 English**

The 'establishment level 2 English' data item has been deleted and removed from the census.

### **1.2.3.7 Establishment level 3 math**

The 'establishment level 3 math' data item has been deleted and removed from the census.

### **1.2.3.8 Establishment level 3 English**

The 'establishment level 3 English' data item has been deleted and removed from the census.



### 1.2.3.9 Establishment level 3 qualification gained pre September 2014

The 'establishment level 3 qualification gained pre September 2014' data item has been deleted and removed from the census.

### 1.2.3.10 Establishment level 3 qualification gained after September 2014

The 'establishment level 3 qualification gained after September 2014' data item has been deleted and removed from the census.

## 1.3 Who is in the scope of the early years census?

All English providers of free early education in the private, voluntary and independent (PVI) sectors are within the scope of the early years census. It is mandatory to collect the data for the early years census at individual child level for children taking up a free place. Other children fall outside the scope of the census except for a few aggregate measures at establishment level. The census must only include PVI providers that have funded children. Any PVI provider within the local authority that has *no funded* children at the time of the census must **NOT** be included.

For the purposes of this collection the following ages are defined as:

- a 2-year-old has a date of birth between 1 January 2015 and 31 December 2015
- a 3-year-old has a date of birth between 1 January 2014 and 31 December 2014
- a 4-year-old has a date of birth between 1 January 2013 and 31 December 2013

### 1.3.1 Which census should be used?

Schools with on-site early years free provision make their return via **EITHER** the school census **OR** the early years census, **as appropriate for the individual children attending being funded**. This paragraph describes which census is used to return data on children receiving free early education:

- a) registered pupils of the school (2, 3 and 4-year-olds depending on the statutory age range of the school) are recorded via the **school census** (and **not** the early years census)
- b) children (aged 2, 3 and 4) attending a separate Ofsted registered PVI provider on a school site, are recorded via the **early years census** (and **not** the school census)
- c) children attending s27 (governor run) provision should be **either**:
  - i. recorded via the **school census** where they are registered pupils of the school (can include 2-year-olds if the school's statutory age range covers 2-year-olds); **or**
  - ii. recorded via the **early years census** where they are not registered pupils of the school

Children may, of course, appear on the two different censuses where their free entitlement is split between two different settings. In which case, the number of free hours for each child across all provision is limited to 15 hours universal free entitlement, unless local authorities choose to fund additional hours above core statutory hours in which case these should be recorded under the universal entitlement, or where appropriate, 30 hours where extended childcare is claimed.

Where schools need to complete the early years census for non-pupils, the local authority will need to issue a local authority EY number to the schools involved.

## **1.4 Rationale behind the early years census**

The child-level early years census ensures that individual-level data on two, three and four-year old children in early years settings is available in a similar manner to that collected on children in mainstream schools via the school census. This enables a more accurate distribution of funding to schools and local authorities, better demonstration of proper accountability for the expenditure in this area, and better formulation and evaluation of policy.

When developing data collection, the department is committed to four key principles. These are that:

- data should be collected once and used many times
- collection and sharing of data should be fully automated
- the value of any data collected should demonstrably outweigh the costs; and
- personal data on individuals should be properly protected

The data items in the early years census (listed in sections [4](#) and [5](#) of this document) are only those items that are essential and likely to be held by most providers or local authorities.

The data collected and transmitted are as defined in the common basic data set ([CBDS](#)).

## **1.5 Data protection and data sharing**

Data from which it is possible to identify children (in any medium, including within a MIS) is personal data. Such personal data must be managed in accordance with the requirements of the [Data Protection Act 1998](#). All staff with access to personal data are to be aware of their responsibilities under the Act. Local authorities should advise providers about their responsibility to hold data in accordance with the Act, including the requirement to issue parents with a fair processing notice explaining how their data and data about their child is to be used.

## 1.5.1 Legal duties under the data protection act: privacy notices

The '[Data Protection Act 1998](#)' puts in place certain safeguards regarding the use of personal data by organisations, including the department, local authorities and schools. The Act gives rights to those (known as data subjects) about whom data is held, such as pupils, their parents and teachers. This includes:

- the right to know the types of data being held
- why it is being held
- to whom it may be communicated

A 'privacy notice' is a good way to be able to meet data subjects' rights and therefore the department recommends that these are used to explain to children and staff how their data is being used in the census collections including the school workforce, early years census and school census. The department has drafted template [privacy notices](#) that providers and local authorities may wish to use. However, the template notices will need to be reviewed and, where necessary, amended to reflect business need. Ideally the privacy notice will include [this link](#) to the gov.uk webpage on how the department collects and shares data.

It is strongly recommended that the privacy notice be included as part of an induction pack for staff and made available to parents via the provider's website, as well as potentially featured on the staff notice board / intranet. They do not need to be issued on an annual basis as long as new children and staff are made aware of the notices and they are readily available electronically or in paper format.

## 1.5.2 Legal duties under the data protection act: data security

Providers and local authorities have a legal duty under the [data protection act](#) to ensure that any personal data they process is handled and stored securely. Further information is available from the [Information Commissioners Office](#).

If personal data is not properly safeguarded it could damage your reputation and compromise the safety of individuals. Your responsibility as a data controller extends to those who have access to your data beyond your organisation if working on your behalf, eg if external IT suppliers can remotely access your information. The '[10 steps to cyber security](#)' and '[Responsible for information](#)' pages provide further guidance and advice.

It is vital that all staff with access to personal data understand the importance of protecting it; that they are familiar with your security policy; and that they put security procedures into practice. So you should provide appropriate initial and refresher training. Further information on handling data securely can also be found in the [DfE guidance on data protection for schools consider cloud software services](#).

## 1.6 Structure of the early years census

The 2018 early years census is in two parts – establishment level and child level - with each level containing groupings of individual data items. The data items contained within each level are listed at paragraphs [4](#) and [5](#).

## 1.7 Key concepts

### 1.7.1 Data quality

In order to properly account for children taking up free early education places and to allocate funding fairly, it is important that the data collected by providers and local authorities - for onward transmission to the department - is both accurate and complete. In sections [4](#) and [5](#) there is a complete list of data items required by the census, together with an explanation of each item. For instance, it is important that a child's correct and full name is recorded and not just a shortened version. Where providers of data adhere to this requirement, it will help ensure that duplicate records are quickly identified and aid the speed of the process by which funding is allocated to providers.

### 1.7.2 Duplicate records

A child may legitimately attend more than one early years (EY) setting. It is only a problem if the total number of free hours for a child across all provision exceeds the free entitlement, which is 15 hours a week (except where local authorities have chosen to provide additional hours above core statutory hours) or, for those with extended childcare, 30 hours for 38 weeks a year. It is likely that the only time that this will be identified is when duplicate names are submitted to the local authority by two different providers or when the department finds duplicates for a child accessing a free place in a neighbouring local authority.

Providers and local authorities are requested to make every effort to avoid duplicate records being submitted. A report is available on the COLLECT system which identifies duplicate records. Before submitting data local authorities are advised to check whether a child is taking up a free place in a PVI provider in the local authority area at the same time as being a registered pupil of a state-funded school in the local authority area. Children are not entitled to take up the free entitlement in addition to their place in a state-funded reception class. Where duplicate records are discovered during or after the process to allocate funding, discussions will need to take place between the providers concerned, the local authorities involved and the Department in order to clarify where the funding for the particular child is to be allocated. The Department may periodically check for duplicate records to ensure that funding is distributed as accurately as possible.

### **1.7.3 Unique identification**

Whilst much consideration has been given to how a child can be uniquely identified, the unique pupil number (UPN), which is used in schools, is not available for children in PVI provision. As such, child record matching is based on name, date of birth and postcode of each child and it is very important that the data provided for these items is accurate.

## 2. Completing the early years census

This section provides information on how to complete the census. It covers when the census is prepared, when data is generated and what steps are to be taken on or around census day.

### 2.1 Statutory basis of the census

The individual level data collection from PVI settings is a statutory requirement on providers and local authorities through regulations under [Section 99 of the Childcare Act 2006](#) and [The Education \(Provision of Information About Young Children\) \(England\) Regulations 2009](#).

This means that:

- the word “providers” is applied to both childminders registered with Ofsted and childminders registered with a childminder agency which is itself registered with Ofsted
- providers do not need to obtain consent for the provision of information from parents of individual children. They must, however, meet their obligations to data subjects under the data protection act – see paragraph 1.6 below
- providers and local authorities are protected from any legal challenge that they are breaching a duty of confidence; and
- providers are required to complete a return

### 2.2 Census dates

Every local authority is required to provide an individual child level early years census return in 2018 to the department.

Every funded PVI EY setting in England is required to provide the necessary information to their local authority to enable them to complete this return.

The key dates are as follows:

- Thursday 18 January 2018 is census day. The census will collect data on all children accessing free provision during census week
- Friday 9 March 2018 the deadline for the 2018 submission of data to the department
- local authorities may want to notify their providers of their own local deadline for the submission of data and it is vital that they comply with these

## 2.3 Census generation process

- Data from PVI providers is passed to the local authority early years contacts and may be in paper or electronic format. A data collection template is available at [annex A](#) with a guide to completion at [annex B](#), which local authorities can choose to use with their providers. The data provided must be signed off as accurate and complete by the head of the establishment.
- Local authority either inputs or imports data into its own MIS. Data will preferably be validated on entry.
- Any queries are resolved between the local authority and the provider.
- Local authority produces the census return according to the business and technical specification published on the department's [website](#).
- Local authority uploads the return to the department via the COLLECT [system](#).
- Further validation takes place in COLLECT. Any errors are resolved in partnership with the provider so that consistency of records is maintained.
- Local authority return is finally submitted to the department via COLLECT no later than Friday 9 March 2018.

## 2.4 Provision of data by early years settings to the local authority

Providers must ensure that their data is produced to reflect the children receiving free early education in their setting on census day and that all data items described in sections [4](#) and [5](#) are completed. Thursday 18 January 2018 is census day. The census will collect data on all children accessing free provision during census week. As soon as possible after that, this information is to be submitted to their local authority contact and this may be in either paper or electronic format. Providers and local authorities must agree a process for this to take place. Local authorities may choose to use the template at [annex A](#).

Validation of data supplied by local authorities is undertaken within the COLLECT system. Any validation that takes place prior to loading is very helpful. This will reduce the number of validation errors when the census return is generated, and substantially reduce the number of errors in your return and the work needed to subsequently resolve these.

We recognise that providers will vary in their means of producing a paper or electronic return and, therefore, do not prescribe how the data is transmitted to the local authority. It is the responsibility of the local authority to provide a means of transferring data between the provider and the local authority.

## 2.5 Data checking and validation

Census data is used by the department's policy divisions, other government departments, local authorities, schools, external agencies and educational researchers. The data is also used for funding purposes and accuracy of data is therefore paramount.

The software may contain a series of 'data checks' which help to identify and correct errors and inconsistencies in the data prior to generating the census return. Please go through this process carefully as it will substantially reduce the number of validation errors in the return and the work needed subsequently to resolve these.

Local authorities must ensure that every return from providers or from childminder agencies (CMAs) has been authorised by the head of the establishment.

## 2.6 Resolving conflicts

Errors and inconsistencies in the data are resolved between the local authority and the provider before the full return for the local authority is run. Local authorities must advise their providers of the means by which this process will be undertaken.

## 2.7 Generation of the early years census return by the local authority

This guide is to be read in conjunction with the early years census business and technical specification which is published on the department's [website](#).

For the individual level data collection, you will need to export your data from the spreadsheet or database you are using and load it into the department's COLLECT system.

The business and technical specification outlines the requirements for a single data file from each EY setting within an authority. If there are, for example, 120 EY settings within your authority then the department will expect 120 files with each one containing a return from a setting. Each file must contain data as outlined in the specification in respect of content, structure, and format.

### 2.7.1 CSV to XML converter spreadsheet

The department can only accept data that conforms to the xml structure as per the specification. If the data is organised in any other way, then it will not load and will not be validated. In these circumstances, the data will need to be reformatted in such a way as to bring it in line with the specification.

A single file per setting is required that complies with the structure and format as set out in the specification and this will, ideally, be an xml file. However, where the local authority



has generated a csv file (which is compliant with the structure in the specification) then this may be rendered loadable if it is passed through the csv to xml converter tool that the department makes available. This tool outputs a correctly formatted xml file that can then be uploaded into COLLECT. Please contact the data collection helpdesk to request this converter by completing a service request [form](#).

## 2.7.2 Data entry spreadsheet

The department provides, on request via a [service request form](#), a data entry spreadsheet which enables the input of file header and individual pupil record information. On completion of entry of the data the file can then be converted to xml format, via the spreadsheet, to allow for uploading to COLLECT. The availability of the data entry spreadsheet will be announced in the early years census 'early warning' and 'final readiness' news bulletins.

## 2.8 Sending the early years census return to the department

Local authorities will submit the required data to the department via COLLECT using the following steps:

- log onto the department's secure website.
- to upload a file either:
  - upload a single establishment file - access COLLECT as many times as you wish and upload single files (drip feeding)or
  - upload a ZIP file containing the files from many individual establishments - COLLECT will "unpack" the ZIP file and load and validate your data return

Successfully loaded data is subjected to validation. If you have loaded a ZIP file containing data from many providers, then the validation process may take some time.

After validation is complete you are able to view your data return and observe the validation outcomes and decide if any further action is required in response to them. For example, you may need to query something with a setting and return to COLLECT to make a change to the data. You may wish to run a report from COLLECT or export the validated data set so that you can use it in another system. Ultimately you must 'approve' the data so that the department can consider it to be finalised.

The above is a brief outline of the process. Prior to the data collection you will be able to access detailed COLLECT guidance documentation. Availability of this guidance will be announced in the early years census 'early warning' and 'final readiness' news bulletins and published on the department's [website](#).

## 3. Preparation – data items required

### 3.1 Introduction

Most of the data items collected in the early years census are those which a provider is expected to use to secure funding and for its own purposes. The majority of items will be kept up to date as part of normal business processes.

Sections [4](#) and [5](#) give detailed information of all the data items that are required for the census

### 3.2 Data to be collected in the early years census

The early years census collects two sets of data:

Data level	Description
Establishment level	Data relating to the PVI early education provider.
Pupil / child level	Data relating to the individual child taking up free early education

The data items are fully defined in the [business and technical specification](#) and the [CBDS](#). Additionally, codesets for individual data items are given at section [8](#).

## 4. Establishment level

This section lists in detail the data items required for the establishment level of the early years census

### 4.1 Establishment characteristics module

#### 4.1.1 Local authority (LA) Number

The local authority three-digit code identifies a particular local authority. The local authority number represents the one that is responsible for funding children within the setting. It relates to the geographical area within which the provider is situated.

**Please note:** This is also important for agency-registered childminders (CMs) as a childminder agency (CMA) may operate across a number of local authorities with CMs based in different local authorities. The census return is to be sent to the local authority which funds the CM (which will be the local authority in which the CM operates). It is vital that this is correct as errors may affect the calculation of the local authority dedicated school grant (DSG) and the recording of take-up figures at local authority level.

#### 4.1.2 Establishment unique reference number

The local authority issued unique reference number (URN) for the EY provider must be used by all PVI providers and Ofsted or agency registered CMs submitting a census return direct to the local authority. Local authorities must allocate a URN for each return submitted by a CMA on behalf of their CMs before submitting data to the department.

#### 4.1.3 Ofsted EY unique reference number

The Ofsted unique reference number for the EY provider. A 6-digit number prefixed by 'EY'. Ofsted will also provide the reference number for CMAs. CMs registered with CMAs will not have an Ofsted EY URN.

Please note: Individual settings should have both a local authority EY number and an OFSTED number. However, where a childminder or childcare on domestic premises setting is registered with a CMA, the local authority will need to issue a local authority EY number to each childminder / setting before they submit a return. More information is provided in section [6.1](#). The authority should approach the CMA to check that a childminder / setting is registered with them.

#### 4.1.4 Establishment name

EY provider establishment name in full.

#### **4.1.5 Telephone number**

Main EY provider telephone number including area code which is used for official purposes.

#### **4.1.6 Postcode**

The code allocated by the post office to for the establishment address.

#### **4.1.7 Category of EY provider**

Shows the category of provision such as: private or voluntary (see codeset at section [8](#)). Provision which is run under the auspices of a maintained school governing body should be recorded as OTHER. A private or voluntary provider who is delivering childcare on behalf of a children's centre should be recorded as a linked provider.

#### **4.1.8 EY Provider category other**

Shows the category of provision where the category is not one of the named values. Accompanying textbox only applicable where 'category of EY provider = OTHR' - see codeset at section [8](#).

#### **4.1.9 Type of EY setting**

Shows the type of provider - such as: day nursery - only applicable where 'category of EY provider' is 'PRIV' or 'VOLY' (other providers do not need to complete this and should leave it blank) - see codeset at section [8](#).

#### **4.1.10 EY setting type other**

Shows the type of setting where the EY setting is not one of the named values in the codeset. Accompanying textbox only applicable where 'type of EY setting = OTH' - see codeset at section [8](#).

#### **4.1.11 EY day care**

Whether full day (6 hours a day or more) or sessional (less than 6 hours) care is provided - only applicable where 'category of EY provider' is 'PRIV' or 'VOLY' - see codeset at section [8](#). Other providers do not need to complete this and should leave it blank.

#### **4.1.12 EY day care other**

Shows the type of day care where the care provided is not one of the named values. Accompanying textbox only applicable where 'type of day care = 'O''. Other providers do not need to complete this and should leave it blank.

#### 4.1.13 Maintained school relationship

Indicates whether or not an EY provider is working with a state funded school (local authority maintained, academy or free school) through a contract or partnership agreement. This should include all partnership working between a PVI provider or childminder and a school including situations where the partners are based on a different site.

#### 4.1.14 Other establishment partnership

Indicates whether or not a PVI provider is working with another PVI provider through a contract or partnership agreement. It should include all partnership working between PVI providers and includes situations where PVI providers are based on different sites.

#### 4.1.15 EY weeks open per year

Number of weeks per year that the EY provider is open for (to the nearest half week, and where the half week is represented by 0.5).

#### 4.1.16 EY funding weeks

For how many weeks in the current calendar year is the provider open and funded by the local authority (to the nearest half week, and where the half week is represented by 0.5). This item is only mandatory for providers open and funded for more than 38 weeks.

#### 4.1.17 Continuously open indicator

The 'continuously open indicator' data item records where a provider is open for 24 hours a day and 7 days a week – that is, where the setting does not close.

#### 4.1.18 How to record opening and closing times

Paragraphs 4.1.19 to 4.1.32 relate to the **general** opening and closing times of the provider, not the times during which they offer free early education.

Providers who close for a lunch break should record their morning opening and afternoon / evening closing times only. Any lunch break is not recorded.

#### 4.1.19 Opening time

The 'opening time' data item records, for each and every day of the week - therefore there are 7 'opening time' data items to complete - the time at which the setting opens. This is recorded in 24- hour format – that is: the first two digits must be within the range 00-23 with the second set within the range 00-59. The digits are separated by a colon. Where the 'continuously open indicator' shows that the setting remains open 24 / 7, this data item must not be present. Where the setting is not open on any particular day, this day is to be left blank.

## 4.1.20 Closing time

The 'closing time' data item records, for each and every day of the week - therefore there are 7 'closing time' data items to complete - the time at which the setting closes. This is recorded in 24- hour format – that is: the first two digits must be within the range 00-23 with the second set within the range 00-59. The digits are separated by a colon. Where the 'continuously open indicator' shows that the setting remains open 24 / 7, this data item must not be present. Where the setting is not open on any particular day, this day is to be left blank.

## 4.2 Staff information module

This module records the number, by headcount, of staff, by their qualifications, within the establishment who work with children under 5 years of age. For each member of staff who works with children aged under 5, only the highest qualification is to be recorded and double-counting must not occur. Information about the staff should relate to those that have been present in the week of the census. If unusual circumstances occur, such as the premises not being available, then usual staffing levels should be provided. Zero is to be input / provided for data items in this module that do not apply to the setting and, as such, there will be no blank items.

**Please note:** volunteers are not included within this module.

### 4.2.1 Total staff at provider who work with children under 5

The 'total staff at provider who work with children under 5' data item records the total number of staff at the provider who work with children aged under 5. This data item includes all the staff in the elements below. For a childminder, this would include themselves, any co-childminders and any assistants. Both qualified and un-qualified staff are included within this total.

### 4.2.2 Number of staff with a full and relevant early years Level 2 qualification

The 'number of staff with a full and relevant early years level 2 qualification' data item records the number of staff at the provider with a full and relevant early years Level 2 qualification who work with children aged under 5. Definitions of 'full and relevant' qualifications can be found [here](#).

### 4.2.3 Number of staff with a full and relevant early years Level 3 qualification and not in a managerial role

The 'number of staff with a full and relevant early years level 3 qualification and not in a managerial role' data item records the number of staff at the provider with a full and

relevant early years Level 3 qualification who are not in a management role and work with children aged under 5. Definitions of 'full and relevant' qualifications can be found [here](#).

#### **4.2.4 Number of staff with a full and relevant early years Level 3 qualification and in a managerial role**

The 'number of staff with a full and relevant early years level 3 qualification and in a managerial role' data item records the number of staff at the provider with a full and relevant early years Level 3 qualification who are in a management role and work with children aged under 5. Definitions of 'full and relevant' qualifications can be found [here](#).

Staff with graduate level qualifications excluding EYPS, EYTS and QTS (for example BA Early Childhood Studies, Foundation Degree) should be recorded as Level 3 as their qualifications allow them to practice at Level 3 staffing ratios.

A manager is the person undertaking the role of 'setting manager' as prescribed in the Early Years Foundation Stage Framework. This does not, therefore, include room leaders or senior members who are not the setting manager.

Any registered childminder is considered to have a managerial role even if they are not working with any other adults. However, if they hold a higher level of qualification they should be recorded under the relevant qualification.

#### **4.2.5 Number of staff with early years professional status**

The 'number of staff with early years professional status' data item records the number of staff at the provider with early years professional status who work with children aged under 5.

#### **4.2.6 Number of staff with early years teacher status**

The 'number of staff with early years teacher status' data item records the number of staff at the provider with early years teacher status who work with children aged under 5.

#### **4.2.7 Number of staff with qualified teacher status**

The 'number of staff with qualified teacher status' data item records the number of staff at the provider with qualified teacher status who work with children aged under 5.

#### **4.2.8 Reporting order**

To assist settings in returning the staffing element, the order the qualifications are to be returned are as follows:

- Level 2
- Level 3
- Level 3 – Managerial
- EYPS
- EYTS
- QTS

## **4.3 Pupil/child statistics module**

### **4.3.1 Number of 2 year olds**

Total number of 2-year-olds accommodated (funded and non-funded children). Zero means none at this age.

### **4.3.2 Number of 3 year olds**

Total number of 3-year-olds accommodated (funded and non-funded children). Zero means none at this age.

### **4.3.3 Number of 4 year olds**

Total number of 4-year-olds accommodated (funded and non-funded children). Zero means none at this age.



## 5. Pupil / child level

This section lists in detail the data items required for the pupil / child level of the early years census.

### 5.1 Pupil / child identifiers module

#### 5.1.1 Pupil / child surname

Full legal surname, as the provider / local authority believes it to be (providers / local authorities are not necessarily expected to have verified this from a birth certificate or other legal document).

#### 5.1.2 Pupil / child forename

In full, not shortened or familiar versions.

#### 5.1.3 Pupil / child middle name

In full, not shortened or familiar versions. If child has no middle name(s) then this field must be left blank.

#### 5.1.4 Pupil / child preferred surname

Surname (as written) most commonly used by the provider.

#### 5.1.5 Date of birth

The child's date of birth.

#### 5.1.6 Gender

Gender of child - see codeset at section [8](#) – recorded as according to the wishes of the parent / guardian or child.

### 5.2 Pupil / child characteristics module

#### 5.2.1 Child ethnicity

Ethnicity is collected for all children and records the ethnicity as stated by the parent / guardian. Ethnicity is a personal awareness of a common cultural identity and relates to how a person feels and not how they are perceived by others. It is a subjective decision as to which category a person places themselves in and does not infer any other characteristics such as religion or country of origin.

The establishment must not ascribe any ethnicity to the child. This information **must** come from the parent / guardian. Where the ethnicity has not yet been collected this is

recorded as 'NOBT' (information not yet obtained). If a parent has refused to provide ethnicity, 'REFU' (refused) is recorded and returned

The ethnicity codeset reflects categories used in the 2001 national population census, with additional categories for Travellers of Irish heritage, Sri Lankan other and children of Gypsy/Roma heritage

If the national population census categories do not meet the needs of local monitoring, local authorities may use the departmentally approved list of extended categories (at section [8](#)).

### 5.2.2 Funded free entitlement hours

Funded free entitlement hours records:

- the number of free entitlement hours funded by the local authority for eligible 2 year old children at the provider
- the number of universal free entitlement hours funded per week by the local authority for 3 and 4 year old children at the provider (which may include any hours that local authorities choose to fund above core statutory hours)

Funded free entitlement hours are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 hours and 30 minutes, this is recorded as  $(10+(30/60)) = 10.50$  with 10 hours and 45 minutes quarter hours being  $(10+(45/60)) = 10.75$ .

Please note: Where a child attends the establishment for extended entitlement hours **only** and therefore does not have any funded free entitlement hours within the establishment, funded free entitlement hours of 0.00 must be entered in the funded free entitlement hours field. This acts as confirmation that the child took their funded free entitlement hours in another establishment.

### 5.2.3 Extended entitlement hours

Extended entitlement hours are collected for children aged 3 and 4, who have working parents with a valid 30-hour code. As with funded free entitlement hours, extended entitlement hours are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 hours and 30 minutes, this is recorded as  $(10+(30/60)) = 10.50$  with 10 hours and 45 minutes quarter hours being  $(10+(45/60)) = 10.75$ .

Extended entitlement hours are available up to a maximum of 15 hours per week.

Please note: Where a child is in receipt of extended entitlement hours, the maximum universal (free entitlement) hours allowable is 15 hours. The maximum allowable funding, inclusive of universal and extended free hours is 30 hours.

This field must NOT include any hours funded under the universal free entitlement for 3 and 4-year-olds which should still be recorded against funded hours.

Please note: Where a child attends the establishment for extended entitlement hours **only** and therefore does not have any funded free entitlement hours within the establishment, funded free entitlement hours of 0.00 must be entered in the funded free entitlement hours field. This acts as confirmation that the child took their funded free entitlement hours in another establishment.

Whilst settings may 'stretch' the extended entitlement hours beyond the 38 week period, for funding purposes, extended entitlement hours must be reported as if taken over the 38 period.

#### **5.2.4 30-hour code indicator**

The 30-hour code indicator is an 11-digit code, issued by HMRC to the parent, collected for children who have extended childcare hours and confirms the eligibility of working parents to receive the additional 15 hours of extended childcare. This is particularly important as parents may split their entitlement between two providers.

The code, once issued, remains fixed and refers to a single parent / child combination (that is: where a parent has two children, each child will have their own code). However, when the setting is presented with the code by the parent, the setting must confirm the code's validity with the local authority. Please see the diagram below:

## Provider guide to checking validity of 30 hours eligibility codes



Parents will apply for 30 hours free childcare through the digital **childcare service**. Parents will give you their **30 hours eligibility code** to take up their 30 hours place.



You will need to **validate the code** with your local authority using the DfE Eligibility Checking System (ECS). To do this, you need:

**1**

30 hours code  
(5000xxxxxxx)

**2**

Parent's National  
Insurance Number

**3**

Child's Date of  
Birth



### Contact your LA to validate code

Your LA will have their  
own process for this



OR

### Validate code yourself

Your LA will have their own  
online portal for you to  
use



**Inform parent their code is valid  
and secure 30 hours place**



**Your LA will let you know when a parent is no longer eligible for 30 hours** and tell you when their grace period ends. A parent may also let you know when they are no longer eligible. You only need to take action once **your** LA tells you which parents are no longer eligible.



Full details about how the provider should verify the code are available [here](#).

Where a child transfers to another establishment, the local authority **must** be informed of the transfer.

### 5.2.5 Disability access fund indicator

The disability access fund indicator records whether a three or four-year-old child is in receipt of disability access funding. Receipt of this funding entitles the child (whilst they are 3 or 4 years of age) to a fixed amount of funding per year from the disability access fund, which is paid direct to the establishment.

Where a child moved providers between September 2017 and census week and it is known they were in receipt of DAF at the original provider, please record this child as in receipt of DAF at the provider they are attending during census week.

Please note: To be eligible for disability access funding, the child must be in receipt of disability living allowance.

### 5.2.6 Hours at setting

The total number of local authority funded and unfunded hours that the child spends at the provider per week. As with funded hours, hours at setting are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 hours and 30 minutes, this is recorded as  $(10+(30/60)) = 10.50$  with 10 hours and 45 minutes quarter hours being  $(10+(45/60)) = 10.75$ .

### 5.2.7 Total funded spring hours

Where the provider is funded for more than 38 weeks of the year, the number of hours for which the local authority is paying for the child between 1 January and 31 March (that is, funded free entitlement hours x 13 weeks). As with funded hours, total funded spring hours are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 hours and 30 minutes, this is recorded as  $(10+(30/60)) = 10.50$  with 10 hours and 45 minutes quarter hours being  $(10+(45/60)) = 10.75$ .

### 5.2.8 Basis for funding

The basis on which a 2-year-old has been funded for a free early education place. This information will be provided for the early years census by the local authority providing the funding for the 2 year old child rather than the early years setting that provides the education for that child. This data item is **NOT** required for 3 and 4 year olds.

Children may meet more than one criterion given in the codeset below and each that applies should be returned in the census.

Code	Description
ECO	Economic criteria
HSD	High-level SEN or disability
LAA	Looked after or adopted from care

Since this data item is to be populated by the local authority, it is not included in the data collection template in [annex A](#).

### 5.2.9 Early years pupil premium (EYPP) [used for funding]

All three and four year olds are entitled to up to 15 hours per week of free early education for 38 weeks of the year. Children are eligible for EYPP if they are receiving any hours of free early education and:

- meet the benefits related criteria for Free School Meals (please note: meals delivered as part of the universal infant free meal entitlement are **not** FSM)
- are in the care of the local authority (in England and Wales)
- have left care (in England or Wales) through:
  - adoption
  - special guardianship
  - a child arrangement order (formally known as a residence order)

This field also records the basis of eligibility:

- d) [EE] – eligible through economic reasons: where they are eligible via the benefits related criteria for FSM
- e) [EO] – eligible through other reasons: where they are eligible due to being in care or due to leaving care through adoption, a special guardianship order or a child arrangement order
- f) [EB] – eligible through both reasons: where they are eligible through both economic and other reasons
- g) [EU] – eligible through unknown basis: where the establishment knows the child is eligible for EYPP (due to receiving funding from the local authority) but does not necessarily know the reason why they are eligible

## 5.3 Special educational needs module

### 5.3.1 SEN provision

The special educational needs and disability provision types are consistent with the 2015 [SEND Code of Practice](#) see codeset at section [8](#).

With respect to code 'S' – statement of SEN, where a child had a statement prior to 1 September 2014, this may be retained (until 2018). There should be no new statements within this census, with children being provided with an education, health and care (EHC) plan.

## **5.4 Individual level data on funded 2, 3 and 4 year olds**

Individual child level data is required in the 2018 early years census for all funded 2, 3 and 4-year-olds. Individual child level data is not required for non-funded 2, 3 and 4-year-olds.

## **5.5 Home information module**

Address information should be provided in whichever format the data is currently held within a management information system – in either BS7666 format or Address Line format. Postcode **must** be provided with either format. The unique property reference number (UPRN) is introduced on a voluntary basis and, like the postcode, may be provided with either format.

A valid BS7666 address will contain a minimum of SAON (the dwelling), the street and at least one of locality, town, administrative area or post town. For a line address, the minimum of address line 1 plus one other address line must be provided. However, up to a maximum of five lines are available for the address, if required.

### **5.5.1 Secondary addressable object name (SAON)**

The secondary addressable object name (SAON) is the flat, apartment name or number or other sub-division of a dwelling (sub-dwelling) such as: 'Flat 2b'.

### **5.5.2 Primary addressable object name (PAON)**

The primary addressable object name (PAON) is the dwelling name and / or number, such as: '27'.

### **5.5.3 Street**

Street name or street description that has been allocated to a street by the street naming authority, such as: 'Lane Street'.

### **5.5.4 Locality**

The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town, or stand in its own right within the context of an administrative area. Where an industrial estate contains streets it is defined as a locality in its own right, such as: 'Local Area'.

### **5.5.5 Town**

The town name refers to a city or town that is not an administrative area, a suburb of an administrative area that does not form part of another town or a London district, such as: 'Townbury'.

### **5.5.6 Administrative area**

The administrative area is a geographic area that may be the highest level local administrative area, which may be a county or a unitary authority, an island or island group, or London, such as: 'Countyshire'.

### **5.5.7 Post town**

The post office usually assigns these based on sorting office, such as: 'Postaltown'.

OR

### **5.5.8 Address line 1**

First Line of Address, such as: 'Flat 2b'.

### **5.5.9 Address line 2**

Second Line of Address, such as: '27, Lane Street'.

### **5.5.10 Address line 3**

Third Line of Address, such as: 'Local Area'.

### **5.5.11 Address line 4**

Fourth Line of Address, such as: 'Townbury'.

### **5.5.12 Address line 5**

Fifth Line of Address, such as: 'Countyshire'.

AND

### **5.5.13 Postcode**

The code allocated by the post office to identify a group of postal delivery points, such as: 'XX99 9XX'.



#### **5.5.14 UPRN**

The unique property reference number (UPRN) - introduced on a voluntary basis (defined by Ordnance Survey as: 'The unique identifier for every spatial address in Great Britain. It provides a comprehensive, complete, consistent identifier throughout a property's life cycle – from planning permission through to demolition) – is, like the postcode, provided with either format.

## 6. Childminders

### 6.1 Childminder agencies (CMAs)

CMAs register with and are inspected by Ofsted. Agencies are not childcare providers as they will not directly provide childcare, but, once registered with Ofsted, agencies are able to register individual childminders (and childcare providers on domestic premises) who will provide this service. This means that individual childminders will have a choice: either register directly with Ofsted; or, register with a CMA.

The introduction of CMAs may alter the method used by local authorities to collect data and means that the authority will have to collect data from CMAs (on behalf of all childminders registered with the agency), agency registered childminders who choose to submit returns to the local authority and from childminders registered with Ofsted. Paragraphs [4.1.2](#) and [4.1.3](#) give more information about the impact on URN and EY numbers.

#### 6.1.1 Childminders registered with Ofsted

Childminders who are registered with Ofsted will be required to submit a childminder return to their local authority.

Local authorities with childminder networks (who previously submitted aggregated returns for the network) are now required to submit an individual return for each childminder registered with Ofsted.

#### 6.1.2 Childminders registered with CMAs

CMs who are registered with CMAs can submit a childminder return directly to their local authority. However, CMAs may submit an individual level return for each childminder registered with them to the childminder's home local authority (the local authority within which geographical area the childminder is located).

In both instances (6.1.1 and 6.1.2) the childminder and any colleagues working with them, are recorded as the number of staff. For example, a childminder working together with another childminder and an assistant would be recorded as three staff.

**Please note:** The [Childcare Act 2006](#) indicates that if four or more adults work together to provide childcare on domestic premises then they are either classified as an early or later years childcare provider or both (depending on which Ofsted register they are registered on). Therefore, a childminder working with three or more adults will need to be recorded as an early years provider (private, voluntary or other) in the census.

### 6.1.3 Childminder provider category

The childminder provider category is completed by providers with a category of 'CHMD' (childminder).

Code	Description
AGY	Registered with a CMA
IND	Registered with Ofsted

## 7. Further information

For further advice on the completion of any part of the census return, providers should contact their local authority in the first instance.

If there are any questions which the local authority cannot resolve, then these should be directed to the department's Service Desk by completing a [service request form](#).

This document is posted on the department's [website](#).

## 8. Codesets

### Gender

Code	Description
0	Not known (gender has not been recorded). Also covers gender of unborn child.
1	Male
2	Female
9	Not specified (indeterminate; unable to be classified as either male or female)

### SEN provision

Code	Description
N	No special educational need
S	Statement
E	Education, health and care plan
K	SEN support

Please note: Statements were phased out from September 2014 and no new statements may be issued. Statements will cease from 2018.

### Category of EY provider

Code	Description
PRIV	Private
VOLY	Voluntary
INDS	Registered independent school
LADN	LA day nursery
OTHR	Other
CHMD	Childminder

### EY setting type

Code	Description
DNS	Day nursery
PPS	Playgroup or pre-school
NUR	Nursery school
FCI	Family/combined/integrated centre
SSM	Sure start children's centre - main centre site
SSL	Sure start children's centre - linked provider
OTH	Other

### EY day care

Code	Description
F	Full day (6 hours or more)
S	Sessional day (less than 6 hours)
O	Other day care

### Ethnicity

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WBRI	White - British	WBRI	White - British	White	WBRI may not be used if any of the extended categories below (WCOR- WWEL) are used
WCOR	White - Cornish	WBRI	White - British	White	
WENG	White - English	WBRI	White - British	White	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WSCO	White - Scottish	WBRI	White - British	White	
WWEL	White - Welsh	WBRI	White - British	White	
WOWB	Other White British	WBRI	White - British	White	If LAs collect information for "White - British" pupils using any of the <b>extended</b> categories above (WCOR-WWEL), this category must be used as a catch all for all other White pupils within the main "White - British" category. If used, cannot have category "White - British" (WBRI).
WIRI	White - Irish	WIRI	White - Irish	White	
WIRT	Traveller of Irish heritage	WIRT	Traveller of Irish heritage	White	
WOTH	Any other white background	WOTH	Any other white background	White	<b>WOTH may not be used if any of the extended categories below (WALB-WWEU) are used.</b>
WALB	Albanian	WOTH	Any other white background	White	Excluding Kosovan.
WBOS	Bosnian-Herzegovinian	WOTH	Any other white background	White	
WCRO	Croatian	WOTH	Any other white background	White	
WGRE	Greek/ Greek Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Greek and Greek Cypriot heritage they may place all Greek/ Greek Cypriot in this category. If used, cannot have categories "Greek" (WGRK) or "Greek Cypriot" (WGRC).
WGRK	Greek	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek Cypriot" (WGRC).
WGRC	Greek Cypriot	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek" (WGRK).
WITA	Italian	WOTH	Any other white background	White	
WKOS	Kosovan	WOTH	Any other white background	White	
WPOR	Portuguese	WOTH	Any other white background	White	
WSER	Serbian	WOTH	Any other white background	White	
WTUR	Turkish/ Turkish Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Turkish and Turkish Cypriot heritage they may place all Turkish/ Turkish Cypriot in this category. If used, cannot have categories "Turkish" (WTUK) or "Turkish Cypriot" (WTUC).
WTUK	Turkish	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish Cypriot" (WTUC).
WTUC	Turkish Cypriot	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish" (WTUK).

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WEUR	White European	WOTH	Any other white background	White	If LAs do not collect information on White European pupils on the basis of country of origin or East/ West European, they may place all White European pupils here.
WEEU	White Eastern European	WOTH	Any other white background	White	Including Russian, Latvian, Ukrainian, Polish, Bulgarian, Czech, Slovak, Lithuanian, Montenegrin and Romanian.
WWEU	White Western European	WOTH	Any other white background	White	Including Italian, French, German, Spanish, Portuguese and Scandinavian.
WOTW	White other	WOTH	Any other white background	White	If LAs collect information for "Any Other White Background" pupils using any of the <b>extended</b> categories above (WALB-WWEU), this category must be used as a catch all for all other White pupils within the main "Any Other White Background" category. If used, cannot have category "Any Other White Background" (WOTH).
WROM	Gypsy / Roma	WROM	Gypsy / Roma	White	This category includes pupils who identify themselves as Gypsies and or Romanies, and or Travellers, and or Traditional Travellers, and or Romanichals, and or Romanichal Gypsies and or Welsh Gypsies / Kaale, and or Scottish Travellers / Gypsies, and or Roma. It includes all children of a Gypsy ethnic background or Roma ethnic background, irrespective of whether they are nomadic, semi nomadic or living in static accommodation. It should not include Fairground (Showman's) children; the children travelling with circuses; or the children of New Travellers or Bargees unless, of course, their ethnic status is that which is mentioned above. Schools would use this where they do not wish to identify Gypsy and Roma pupils separately
WROG	Gypsy	WROM	Gypsy/Roma	White	This category enables the separate identification of Gypsy pupils. Gypsy refers to: all pupils who identify themselves as Gypsies. This includes all children of a Gypsy ethnic background, irrespective of whether they are nomadic, semi-nomadic or living in static accommodation
WROR	Roma	WROM	Gypsy/Roma	White	This category identifies the separate identification of Roma pupils. Roma refers to: all pupils who identify themselves as Roma or Romany, part of a diverse community of related groups whose ancestors are believed to originate from the Indian sub-continent but who have more recently migrated from Central and Eastern Europe. Many Roma speak a form of dialect of the Romani language as their first language and for many this is in addition to their national language (eg Czech or Romanian).
WROO	Other Gypsy/Roma	WROM	Gypsy/Roma	White	This category is for Gypsy/Roma who do not identify with one or the other of the above groups - eg pupils with mixed Gypsy/Roma heritage

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
MWBC	White and Black Caribbean	MWBC	White and Black Caribbean	Mixed/Dual background	
MWBA	White and Black African	MWBA	White and Black African	Mixed/Dual background	
MWAS	White and Asian	MWAS	White and Asian	Mixed/Dual background	MWAS may not be used if any of the extended categories below (MWAP-MWAI) are used.
MWAP	White and Pakistani	MWAS	White and Asian	Mixed/Dual background	
MWAI	White and Indian	MWAS	White and Asian	Mixed/Dual background	
MWAO	White and any other Asian background	MWAS	White and Asian	Mixed/Dual background	If LAs collect information for "White and Asian" pupils using any of the <b>extended</b> categories above (MWAP-MWAI), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "White and Asian" category. If used, cannot have category "White and Asian" (MWAS).
MOTH	Any other mixed background	MOTH	Any other mixed background	Mixed/Dual background	MOTH may not be used if any of the extended categories below (MAOE-MWCH) are used.
MAOE	Asian and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MABL	Asian and Black	MOTH	Any other mixed background	Mixed/Dual background	
MACH	Asian and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MBOE	Black and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MBCH	Black and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MCOE	Chinese and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWOE	White and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWCH	White and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MOTM	Other mixed background	MOTH	Any other mixed background	Mixed/Dual background	If LAs collect information for "any other mixed background" pupils using any of the <b>extended</b> categories above (MAOE-MWCH), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "any other mixed background" category. If used, cannot have category "any other mixed background" (MOTH).
AIND	Indian	AIND	Indian	Asian or Asian British	
APKN	Pakistani	APKN	Pakistani	Asian or Asian British	APKN may not be used if any of the extended categories below (AMPK-AKPA) are used.
AMPK	Mirpuri Pakistani	APKN	Pakistani	Asian or Asian British	
AKPA	Kashmiri	APKN	Pakistani	Asian or	



DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
	Pakistani			Asian British	
AOPK	Other Pakistani	APKN	Pakistani	Asian or Asian British	If LAs collect information for "Pakistani" pupils using any of the <b>extended</b> categories above (AMPK-AKPA), this category must be used as a catch all for all other Pakistani pupils within the main "Pakistani" category. If used, cannot have category "Pakistani" (APKN).
<b>ABAN</b>	<b>Bangladeshi</b>	<b>ABAN</b>	<b>Bangladeshi</b>	<b>Asian or Asian British</b>	
<b>AOTH</b>	<b>Any other Asian background</b>	<b>AOTH</b>	<b>Any other Asian background</b>	<b>Asian or Asian British</b>	<b>AOTH may not be used if any of the extended categories below (AAFR-ASRO) are used.</b>
AAFR	African Asian	AOTH	Any other Asian background	Asian or Asian British	Including East and South African Asians.
AKAO	Kashmiri other	AOTH	Any other Asian background	Asian or Asian British	Kashmiri respondents not wishing to be classified under Asian Pakistani should use this category.
ANEP	Nepali	AOTH	Any other Asian background	Asian or Asian British	
ASNL	Sri Lankan Sinhalese	AOTH	Any other Asian background	Asian or Asian British	All other Sinhalese pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Tamil' (ASLT) and 'Sri Lankan Other' (ASRO).
ASLT	Sri Lankan Tamil	AOTH	Any other Asian background	Asian or Asian British	All other Tamil pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan other' (ASRO).
ASRO	Sri Lankan other	AOTH	Any other Asian background	Asian or Asian British	If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan Tamil' (ASLT).
AOTA	Other Asian	AOTH	Any other Asian background	Asian or Asian British	If LAs collect information for "any other Asian background" pupils using any of the <b>extended</b> categories above (AAFR-ASRO), this category must be used as a catch all for all other Asian pupils within the main "any other Asian background" category. If used, cannot have category "any other Asian background" (AOTH).
<b>BCRB</b>	<b>Black Caribbean</b>	<b>BCRB</b>	<b>Black Caribbean</b>	<b>Black or Black British</b>	<b>Including Antigua and Barbuda, Bahamas, Barbados, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent &amp; Grenadines, Trinidad and Tobago.</b>
<b>BAFR</b>	<b>Black - African</b>	<b>BAFR</b>	<b>Black - African</b>	<b>Black or Black British</b>	<b>BAFR may not be used if any of the extended categories below (BANN-BSUD) are used.</b>
BANN	Black - Angolan	BAFR	Black - African	Black or Black British	
BCON	Black - Congolese	BAFR	Black - African	Black or Black British	
BGHA	Black - Ghanaian	BAFR	Black - African	Black or Black British	
BNGN	Black - Nigerian	BAFR	Black - African	Black or Black British	
BSLN	Black - Sierra Leonean	BAFR	Black - African	Black or Black British	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
BSOM	Black - Somali	BAFR	Black - African	Black or Black British	
BSUD	Black - Sudanese	BAFR	Black - African	Black or Black British	Including Sudanese of Egyptian origin.
BAOF	Other Black African	BAFR	Black - African	Black or Black British	Including Black South African, Zimbabwean, Ethiopian, Rwandan and Ugandan. If LAs collect information for "Black - African" pupils using any of the <b>extended</b> categories above (BANN-BSUD), this category must be used as a catch all for all other Black African pupils within the main "Black - African" category. If used, cannot have category "Black - African" (BAFR).
<b>BOTH</b>	<b>Any other Black background</b>	<b>BOTH</b>	<b>Any other Black background</b>	<b>Black or Black British</b>	<b>BOTH may not be used if any of the extended categories below (BEUR-BNAM) are used.</b>
BEUR	Black European	BOTH	Any other Black background	Black or Black British	
BNAM	Black North American	BOTH	Any other Black background	Black or Black British	Include Black North American and Canadian.
BOTB	Other Black	BOTH	Any other Black background	Black or Black British	If LAs collect information for "any other Black background" pupils using any of the <b>extended</b> categories above (BEUR-BNAM), this category must be used as a catch all for all other Black pupils within the main "any other Black background" category. If used, cannot have category "any other Black background" (BOTH).
<b>CHNE</b>	<b>Chinese</b>	<b>CHNE</b>	<b>Chinese</b>	<b>Chinese</b>	<b>CHNE may not be used if any of the extended categories below (CHKC-CTWN) are used.</b>
CHKC	Hong Kong Chinese	CHNE	Chinese	Chinese	
CMAL	Malaysian Chinese	CHNE	Chinese	Chinese	
CSNG	Singaporean Chinese	CHNE	Chinese	Chinese	
CTWN	Taiwanese	CHNE	Chinese	Chinese	
COCH	Other Chinese	CHNE	Chinese	Chinese	If LAs collect information for "Chinese" pupils using any of the <b>extended</b> categories above (CHKC-CTWN), this category must be used as a catch all for all other Chinese pupils within the main "Chinese" category. If used, cannot have category "Chinese" (CHNE).
<b>OOTH</b>	<b>Any other ethnic group</b>	<b>OOTH</b>	<b>Any other ethnic group</b>	<b>Any other ethnic group</b>	<b>OOTH may not be used if any of the extended categories below (OAFG-OYEM) are used.</b>
OAFG	Afghan	OOTH	Any other ethnic group	Any other ethnic group	
OARA	Arab other	OOTH	Any other ethnic group	Any other ethnic group	Include Palestinian, Kuwaiti, Jordanian and Saudi Arabian.
OEGY	Egyptian	OOTH	Any other ethnic group	Any other ethnic group	
OFIL	Filipino	OOTH	Any other ethnic group	Any other ethnic group	
OIRN	Iranian	OOTH	Any other ethnic group	Any other ethnic group	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
OIRQ	Iraqi	OOTH	Any other ethnic group	Any other ethnic group	
OJPN	Japanese	OOTH	Any other ethnic group	Any other ethnic group	
OKOR	Korean	OOTH	Any other ethnic group	Any other ethnic group	
OKRD	Kurdish	OOTH	Any other ethnic group	Any other ethnic group	Include Kurdish pupils from Iraq, Iran and Turkey.
OLAM	Latin/South/ Central American	OOTH	Any other ethnic group	Any other ethnic group	Include all pupils from Central/ South America, Cuba and Belize.
OLEB	Lebanese	OOTH	Any other ethnic group	Any other ethnic group	
OLIB	Libyan	OOTH	Any other ethnic group	Any other ethnic group	
OMAL	Malay	OOTH	Any other ethnic group	Any Other Ethnic Group	Including Malaysian other than Malaysian Chinese.
OMRC	Moroccan	OOTH	Any Other Ethnic Group	Any other ethnic group	
OPOL	Polynesian	OOTH	Any other ethnic group	Any other ethnic group	Including Fijian, Tongan, Samoan and Tahitian.
OTHA	Thai	OOTH	Any other ethnic group	Any other ethnic group	
OVIE	Vietnamese	OOTH	Any other ethnic group	Any other ethnic group	
OYEM	Yemeni	OOTH	Any other ethnic group	Any other ethnic group	
OOEG	Other ethnic group	OOTH	Any other ethnic group	Any other ethnic group	If LAs collect information for "any other ethnic group" pupils using any of the <b>extended</b> categories above (OAFG- OYEM), this category must be used as a catch all for all other pupils within the main "any other ethnic group" category. If used, cannot have category "any other ethnic group" (OOTH).
REFU	Refused	REFU	Refused	Refused	
NOBT	Information not yet obtained	NOBT	Information not yet obtained	Information not yet obtained	

## Annex A – Data collection template

### Data collection template for private, voluntary and independent providers of early education for children aged two, three and four years old (as at 31 December 2017)

January 2018

Action by: xx/xx/2018

Date of issue: xx/xx/2018

#### Section 1A - Provider details [for ALL returns]

Local authority name

Local authority number

LA Establishment URN (issued to provider)

OFSTED URN (if applicable)

Provider name 1a

Postcode 2a

Telephone 3a

#### Section 1B – Childminder agency details [where providers are registered with an agency]

Local authority name

Local authority number

OFSTED URN

Agency Name 1b

Postcode 2b

Telephone 3b

#### Section 2 - General details of provision (boxes 8 to 65) Note: This relates to ALL children in your care

##### Section 2A - Category of provider

i. Private	4	<input type="text"/>	Go to boxes 11-33
ii. Voluntary	5	<input type="text"/>	Go to boxes 11-33
iii. Registered independent school	6	<input type="text"/>	Go to box 34
iv. Local authority day nursery	7	<input type="text"/>	Go to box 34
v. Childminder type	8	<input type="text"/>	Go to box 34
vi. Other	9	<input type="text"/>	Go to box 10
If you have ticked 'other' (box 9) please specify:	10	<input type="text"/>	Go to box 34

#### Section 2B - to be completed by private or voluntary providers only

Type of care (as specified in your OFSTED registration document)

		Full day care		Sessional day care		Other day care
i. Day nursery	11	<input type="text"/>	18	<input type="text"/>	25	<input type="text"/>
ii. Playgroup or pre-School	12	<input type="text"/>	19	<input type="text"/>	26	<input type="text"/>
iii. Nursery school	13	<input type="text"/>	20	<input type="text"/>	27	<input type="text"/>
iv. Family/combined/integrated centre	14	<input type="text"/>	21	<input type="text"/>	28	<input type="text"/>
v. Sure start children's centre - main centre site	15	<input type="text"/>	22	<input type="text"/>	29	<input type="text"/>

vi. Sure start children's centre - linked provider	16	<input type="text"/>	23	<input type="text"/>	30	<input type="text"/>
vii. Other	17	<input type="text"/>	24	<input type="text"/>	31	<input type="text"/>
If you ticked 'other' type (boxes 17,24 and 31) please specify:			32	<input type="text"/>		
If you ticked 'other' care (boxes 25-28) please specify:			33	<input type="text"/>		

## Section 2C

If you are not open on the census date please record your hours during a normal week.

		Yes		No	
Are you continuously (24 / 7) open?	34	<input type="text"/>	35	<input type="text"/>	

		Opening		Closing	
Monday opening and closing times	36	<input type="text"/>	37	<input type="text"/>	

		Opening		Closing	
Tuesday opening and closing times	38	<input type="text"/>	39	<input type="text"/>	

		Opening		Closing	
Wednesday opening and closing times	40	<input type="text"/>	41	<input type="text"/>	

		Opening		Closing	
Thursday opening and closing times	42	<input type="text"/>	43	<input type="text"/>	

		Opening		Closing	
Friday opening and closing times	44	<input type="text"/>	45	<input type="text"/>	

		Opening		Closing	
Saturday opening and closing times	46	<input type="text"/>	47	<input type="text"/>	

		Opening		Closing	
Sunday opening and closing times	48	<input type="text"/>	49	<input type="text"/>	

Do you operate on the premises of a maintained school or have a contract or partnership agreement with a maintained school?

		Yes		No	
	50	<input type="text"/>	51	<input type="text"/>	

Do you work in partnership with another PVI establishment to provide funded early education?

	52	<input type="text"/>	53	<input type="text"/>
--	----	----------------------	----	----------------------

How many weeks are you open each year?

	54	<input type="text"/>
--	----	----------------------

How many weeks in the current calendar year is the provider open and funded by the local authority?

	55	<input type="text"/>
--	----	----------------------

## Staff

Total number, by headcount, of staff at provider who work with children under 5?

56	<input type="text"/>
----	----------------------

Number, by headcount, of staff that have a full and relevant early years level 2 qualification who work with children aged under 5?

57	<input type="text"/>
----	----------------------

Number, by headcount, of staff with a full and relevant early years level 3 qualification and not in a managerial role who work with children aged under 5?

58	<input type="text"/>
----	----------------------

Number, by headcount, of staff with a full and relevant early years

<input type="text"/>
----------------------

level 3 qualifications and in a managerial role who work with children aged under 5?

59

Number, by headcount, of staff with qualified teacher status who work with children aged under 5?

60

Number, by headcount, of staff with early years professional status who work with children aged under 5?

61

Number, by headcount, of staff with early years teacher status who work with children aged under 5?

62

**Number of funded and unfunded children by age**

Number of 2 year olds?

63

Number of 3 year olds?

64

Number of 4 year olds?

65

### Section 3: Child level data items

Child level data is required from any PVI setting where one or more of their children (aged 2, 3 and 4 years as at 31 December 2017) are receiving early education funded by the department.

[illegible]

# Annex B – Guide for data collection template

## Information about children

Please record the normal situation during the week beginning 15 January 2018. If children are temporarily absent, for example, sick or on holiday, please include them. If the provider was temporarily closed for any reason, record the situation which would have applied during the week.

## Section 2: General details of provision (boxes 4-50)

**Note:** This relates to ALL children in your care.

### Section 2A - All types of provider must complete this section

Please tick the appropriate box to indicate the type of facility that you provide having read the guidance below.

If you are a private or voluntary day nursery, pre-school / playgroup or nursery school on the premises of or as part of a family / combined / integrated centre, please enter a tick in either section 2Ai or 2Aii and then complete section 2B.

If you are a private or voluntary provider delivering early years provision as a sure start children's centre main centre or as a linked provider, please enter a tick in section 2Ai or ii.

A childminder may be either independently registered with Ofsted or registered with a childminder agency which is registered with Ofsted.

### Section 2B: Private or voluntary providers only

You must complete this section if you have ticked either of boxes 2Ai or ii (boxes 4 or 5)

Provision for free early education is categorised / classified as full day care and sessional day care. These are defined as :

**Full day care:** Facilities that provide day care for children under five for a continuous period of 6 hours or more in any day in premises which are not domestic premises. Boxes 11-17.

**Sessional day care:** Facilities where children under five attend day care each session being less than a continuous period of six hours in any day.. Boxes 18-24.

If you are a private or voluntary day nursery, pre-school / playgroup or nursery school on the premises of or as part of a family / combined / integrated centre, you should have already ticked either section 2Ai or ii. Now tick section 2Bi, ii, iii, iv, v or vi. Tick 2Bvii only where section 2Bi, ii, iii, iv, v or vi do not apply.

**Other type:** this category should only be used when a provider definitely does not fit into either of the categories in section 2Bi, ii, iii, iv, v or vi (boxes 17, 24 and 31).



Other care: this category should only be used when a provider definitely does not fit into full day care and sessional day care (boxes 25-31).

**Section 2C** - Information about staff in this survey should relate to those who have been present in the week beginning 15 January 2018. If unusual circumstances occur that week (if premises were unavailable), please record usual staffing levels.

Information is collected on staff qualifications:

- Total number, by headcount, of staff who work with children aged under 5
- Number, by headcount, of staff with a full and relevant level 2 qualification who work with children aged under 5
- Number, by headcount, of staff with a full and relevant level 3 qualification and not in a managerial role who work with children aged under 5
- Number, by headcount, of staff with a full and relevant level 3 qualification who are in a managerial role who work with children aged under 5
- Number, by headcount, of staff with qualified teacher status who work with children aged under 5
- Number, by headcount, of staff with early years professional status who work with children aged under 5
- Number, by headcount, of staff with early years teacher status who work with children aged under 5

### Section 3: Child level data items

Child level data is required from any setting where one or more of their children (aged 2, 3 and 4 years as at 31 December 2017) are receiving early years education that is funded by the department via the local authority.

#### Child identifiers

Surname

Forename

Date of birth - The child's date of birth.

Gender - Gender of child.

Child preferred surname - The surname most commonly used by the provider.

## Child characteristics

Child ethnic code - The codes collected will be those specified for use by the local authority which can be found in [CBDS](#) and is as ascribed by the parent / guardian or child.

Funded hours - The number of free entitlement (15) hours funded by a local authority for the child at the provider to 2 decimal places (30 minutes = 0.50 / 45 minutes = 0.75)

Extended hours – the number extended childcare hours taken by eligible 3 and 4 year old children at the setting to 2 decimal places (30 minutes = 0.50 / 45 minutes = 0.75)

30-Hour code – the 11-digit code provided by the parent that confirms the child is eligible to receive extended childcare hours.

Disability access fund indicator – the indicator shows that the child is in receipt of disability access funding.

Hours at provider - The total number of local authority free entitlement (15) funded hours plus any extended childcare hours and any unfunded hours that the child spends at the provider to 2 decimal places (30 minutes = 0.50 / 45 minutes = 0.75)

Total funded spring hours - Where the provider is funded for more than 38 weeks of the year, the number of hours for which the local authority is paying for the child between 1 January and 31 March (that is, funded free entitlement hours x 13 weeks). As with funded hours, total funded spring hours are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 hours and 30 minutes, this is recorded as  $(10 + (30/60)) = 10.50$  with 10 hours and 45 minutes quarter hours being  $(10 + (45/60)) = 10.75$ .

## Child SEN

SEN provision - Provision types under the SEND code of practice.

## Home information

Postcode - The code allocated by the post office to identify a group of delivery points.

Address line 1 - First line of address.

Address line 2 - Second line of address.

Address line 3 - Third line of address.

Address line 4 - Fourth line of address.

Address line 5 - Fifth line of address.

Unique property reference number – The code allocated by the Ordnance Survey unique to each property. This item is voluntary and only submitted should the data be available within the settings' MI system.

## Annex C - Errata

This errata lists all changes to the document from the baselined version (Version 1\_0) onwards.

Version	Changes made	Author / date
1.0	<p>All dates within the document have been updated to reflect the change in census year from 2017 to 2018 (including the birth date / age references for children).</p> <p>1.2.1 - New data items</p> <p>1.2.1.1 Extended hours – added</p> <p>1.2.1.2 30-hour code – added</p> <p>1.2.1.3 Disability access fund indicator – added</p> <p>1.2.1.4 Monday open time – added</p> <p>1.2.1.5 Monday close time – added</p> <p>1.2.1.6 Tuesday open time – added</p> <p>1.2.1.7 Tuesday close time – added</p> <p>1.2.1.8 Wednesday open time – added</p> <p>1.2.1.9 Wednesday close time – added</p> <p>1.2.1.10 Thursday open time – added</p> <p>1.2.1.11 Thursday close time – added</p> <p>1.2.1.12 Friday open time – added</p> <p>1.2.1.13 Friday close time – added</p> <p>1.2.1.14 Saturday open time – added</p> <p>1.2.1.15 Saturday close time – added</p> <p>1.2.1.16 Sunday open time – added</p> <p>1.2.1.17 Sunday close time – added</p> <p>1.2.1.18 Continuously open indicator – added</p> <p>1.2.1.19 Total staff at provider – added</p> <p>1.2.1.20 Number of staff with a full and relevant early years Level 2 qualification – added</p> <p>1.2.1.21 Number of staff with a full and relevant early years Level 3 qualification and not in management – added</p> <p>1.2.1.22 Number of staff with a full and relevant early years Level 3 qualification and in management – added</p> <p>1.2.1.23 Early years qualified teacher status – added</p> <p>1.2.1.24 Early years professional status – added</p> <p>1.2.1.25 Early years teacher statue – added</p> <p>1.2.2 Existing data items</p> <p>1.2.2.1 Change to two decimal places – this explains the change to recording as 1 decimal place to 2 decimal places</p>	<p>Phil Dent</p> <p>05/05/2017</p>

	<p>1.2.3 Deleted items</p> <p>1.2.3.1 EY hour open per week – deleted</p> <p>1.2.3.2 Continuous opening times – deleted</p> <p>1.2.3.3 Establishment teaching total</p> <p>1.2.3.4 Establishment level 2 – deleted</p> <p>1.2.3.5 Establishment level 2 math – deleted</p> <p>1.2.3.6 Establishment level 2 English – deleted</p> <p>1.2.3.7 Establishment level 3 math – deleted</p> <p>1.2.3.8 Establishment level 3 English – deleted</p> <p>1.2.3.9 Establishment level 3 gained pre September 2014 – deleted</p> <p>1.2.3.10 Establishment level 3 gained after September 2014 – deleted</p> <p>1.3.1 Which census should be used – amended – wording clarified</p> <p>4.2 Staff information module – amended – wording clarified</p> <p>4.2.1 Total staff at provider who work with children under 5 – added</p> <p>3.2.2.2 Number of staff with a full and relevant early years Level 2 qualification – added</p> <p>4.2.3 Number of staff with a full and relevant early years Level 3 qualification and not in a management role – added</p> <p>4.2.4 Number of staff with a full and relevant early years Level 3 qualification and in a managerial role – added</p> <p>4.2.5 Number of staff with qualified teacher status</p> <p>4.2.6 Number of staff with early years professional statue – added</p> <p>4.2.7 Number of staff with early years teacher status – added</p> <p>5.1.6 Gender – amended – clarification that this is as ascribed by the parent / guardian or child</p> <p>5.2.2 Funded hours and hours at setting – amended – clarification added regarding the relationship to the new extended childcare data item and the maximum childcare ‘allowance’ of 30 hours and that this is now recorded to 2 decimal places</p> <p>5.2.3 Extended hours – added</p> <p>5.2.4 30-hour code – added</p> <p>5.2.5 Disability access fund indicator – added</p> <p>5.2.6 Hours at setting – amended – to reflect change to 2 decimal places</p>	
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	<p>5.2.7 Total funded spring hours – amended – to reflect change to 2 decimal places</p> <p>CSV Example amended to reflect the changes above</p> <p>5.3.3 – CSV pupil / child record) – amended:</p> <ul style="list-style-type: none"> <li>• Funded hours (100290) - amended - now to 2 decimal places</li> <li>• Extended hours (100378) - added</li> <li>• 30-Hour code (100379) - added</li> <li>• Disability access fund indicator (100380) – added</li> <li>• Hours at setting (100291) - amended – now to 2 decimal places</li> <li>• Total funded spring hours (100419) - amended – now to 2 decimal places</li> </ul> <p>Annex A – Data collection template – amended – to reflect changes listed above</p> <p>Annex B – Guide for data collection template – amended – to reflect changes to Annex A</p>	
1.1	<p>1.3.1 Which census should be used – amended – clarification added</p> <p>1.7.2 Duplicate records – amended – clarified</p> <p>5.2.2 Funded hours – amended – clarified</p>	Phil Dent 16/06/2017
1.2	<p>4.2.8 Reporting order – added – to define a structure for the reporting of staff details</p> <p>5.2.2 Funded hours – amended – to take account of where a child has no funded hours at the setting but does have extended childcare hours</p> <p>5.2.3 Extended childcare hours – amended – to take account of where a child has no funded hours at the setting but does have extended childcare hours</p>	Phil Dent 27/09/2017
1.3	<p>4.2.4 Number of staff with a full and relevant early years Level 3 qualification and in a managerial role – amended – clarification added</p> <p>5.2.2 Funded free entitlement hours – amended – renamed by the addition of ‘free entitlement’</p> <p>5.2.3 Extended entitlement hours – amended – renamed by the removal of ‘childcare’ and the addition of</p>	Phil Dent 12/12/2017

	'entitlement'. Paragraph added to request  5.2.7 Total funded spring hours – amended – clarification added	
1_4	Annex B Section 3 Child level data items – amended – now reflects paragraph 5.2.7	25/01/2018



Department  
for Education

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